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ABSTRACT

Intended for parents and teachers, this guide provides all the information needed to lead a first-grade child through 30 lessons or 30 weeks of learning for a beginning speller. The guide helps the child to learn to identify common, logical spelling patterns; leads the child quickly to more complex words; and aids him or her in becoming a confident, independent speller and writer. The guide encourages children to write real-life messages. By doing this, children learn to communicate in writing for all kinds of reasons: giving directions, writing letters, answering invitations, and sending messages. The purpose of the guide is to make sure that children understand the logic and structure of words so that they can use these words and spell them correctly in their own writing. The guide incorporates high-frequency words and builds on the logic found in English spelling patterns, an approach that gradually teaches children that there are many consistent principles they can use in their writing. The focus for Level 1 is on spelling patterns. (CR)

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1. resource
2. achieve

Spelling for Writing

Carl B. Smith, Ph.D.

A Guidebook for Parents and Teachers

Level 1

3. begin
4. purpose
5. energy
6. remember
7. knowledge

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Spelling for Writing

A Guidebook for Parents and Teachers

Level 1

Carl B. Smith, Ph.D.

This book is designed to be used with the *Student Activity Book* for Level 1.

FAMILY LEARNING ASSOCIATION

ERIC Clearinghouse on Reading, English, and Communication

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The *Spelling for Writing* Series

A Guidebook for Parents and Teachers Level 1
A Guidebook for Parents and Teachers Level 2
A Guidebook for Parents and Teachers Level 3

Student Activity Book Level 1
Student Activity Book Level 2
Student Activity Book Level 3

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The Organization of *Spelling for Writing*

There are two books for each level in this program. The *Guidebook for Parents and Teachers* gives the background information you will need as well as the answers for questions in each week's activities. The *Student Activity Book* presents the exercises for your child to work on and allows space for writing answers. The two books are keyed to each other so that you can easily look in this Guidebook to find information that will help your child with lessons in the Student Activity Book.

For further information, look at the section entitled *Using the Student Activity Book*. There you will find even more detailed instructions on matching this Guidebook with the Student's Book.

You have in this Guidebook all the information you need to lead your child through thirty lessons or thirty weeks of learning for a beginning speller. If you want to use this Guidebook without the Student Activity Book, you can use your own paper with control lines for the word lists and practice exercises for each week. Print each word list and leave space for your child to write each word. Instructions are given for each Practice activity; simply print out each activity on your own paper and have your child add the missing letters or words.

If you do decide to purchase the child's book, please call **1-800-925-7853** and ask for the Student Activity Book for *Spelling for Writing*, Level 1.

A Note for Parents

Learning to spell need not be a mystery or an ordeal. English spelling follows logical patterns for the vast majority of words. You can teach your children the patterns of English spelling through short, clearly focussed activities.

By spending a few minutes each week, you can introduce your children to spelling patterns and give them the practice they need to become proficient spellers. The learning program in this book emphasizes the end product: clear writing. Each lesson on a spelling pattern is turned into a writing activity, a message meant for someone to read.

Since there are many patterns in English spelling, we must allow children time for them to learn gradually. That's why school spelling programs traditionally have been extended over many years of learning. That developmental learning process is described below. Given time and a gentle attention to learning spelling patterns, there is no reason why the normal learner can't learn to spell and to write without embarrassment.

One word should be said about the organization of these books. Unlike most spelling programs, the purpose here is not to give lists of words for children to memorize. Instead, our goal is to show you how to help children discover the most important *patterns* and *principles* that govern the spelling of words in English. In this way, children will gain a sense of power and independence in spelling and writing.

Why Pay Attention to Spelling?

- Accurate spelling contributes to the clarity of any written message. Readers should not be distracted from the message by misspellings.

- Spelling accuracy represents the attention to detail that sends a positive message to teachers and employers.

This spelling book encourages children to write real-life messages. By doing this, they learn to communicate in writing for all kinds of reasons: giving directions, writing letters, answering invitations, sending messages.

Most importantly, children need to understand that it is their responsibility to learn the logic of English spelling and to find ways of identifying troublesome words and learning techniques for spelling those words. For example, "How will I remember the difference between *there* and *their* and *they're*? Only I can devise a memory technique that will help me use these words correctly."

The guidance in this book emphasizes the need for each child to become an independent learner, a self-directed learner.

The Difference Between Reading and Spelling

Many children may be able to read words that are more difficult than the ones in these spelling activities. This is to be expected. Knowing how to *spell* a word involves more than simply being able to recognize and say the word when it is seen in print. The purpose of this book is to make sure that children understand the logic and structure of words so that they can use these words and spell them correctly in their own writing.

Some high-frequency words that have unusual spellings or that sometimes cause problems need to be stressed repeatedly. For example, the word *because* can be misspelled in an enormous number of ways. Homophones such as *to-too-two* need to be reviewed several times, as do words that sound somewhat alike but are actually different (*accept* and *except*, for example). Troublesome words such as these will appear more than once to give children ample practice.

English is an alphabetic language; that is, there is an attempt to match the sounds of words with letters of the alphabet. Even though the match is not always perfect, the sound-spelling principle gives children a big boost in learning to spell. This program refers to the sounds represented by letters and asks the child to distinguish between vowels (**a, e, i, o, u**) and the other letters, which are consonants.

A Note for Teachers

Spelling is one area of the curriculum in which most parents feel comfortable helping their children. Usually there is a clear weekly objective—a list of words—and both instruction and assessment are straightforward. That's the reason this book often speaks directly to parents: We encourage them to help children with spelling in any way they can.

At the same time, *Spelling for Writing* fulfills the spelling requirements in the school's language-arts program. It incorporates high-frequency words, as do other spelling books. But most importantly, this program builds on the logic found in English spelling patterns, an approach that gradually teaches students that there are many consistent principles they can use in their writing. Whether used at home or in the school, *Spelling for Writing* encourages children to recognize spelling patterns such as the Consonant-Vowel-Consonant short-vowel pattern in *cat*, *bed*, and *dot*, and to explore any other words that fit the same pattern.

By encouraging children to search for additional words, we give them a sense of self-direction, a sense that they have the power to succeed in writing accurately. Even the title of this program, *Spelling for Writing*, states unequivocally that the goal of learn is to spell is to write in a way that other people can understand.

Please encourage parents to use this book as a way to support your language-arts program and to help children learn to spell.

INTRODUCTION

Many school spelling programs give a list of words each week and provide activities intended to help children learn how to spell the words on the list. The goal is simply to have students remember those words for a "spelling test," usually given at the end of the week. The assumptions are that practice in writing the words several times will ensure success on the test and that students will remember the words in the future.

This program does not take that approach. We don't prescribe which words your child should memorize, as though those words and no others were important. Instead, our word lists are intended to provide examples of important spelling patterns or structural principles. The goal is to have children work through the words in order to understand the pattern or the principle and then apply it when new words are encountered. For example, once the pattern for *dime* and *time* is learned, children should realize that they can apply it to words such as *chime* and *crime* in future writing.

Using the Word Lists

This program is divided into weekly lessons as a way to help you organize the activities. However, you should feel free to shorten or extend the time frame to suit the needs of each learner. One child may demonstrate an immediate grasp of a pattern and its related words. If this is so, then move on. If another child requires extensive practice and more than one week on a certain lesson, then you can make the necessary adjustment.

Especially in the early stages, it is quite likely that some children may already be able to spell some of the words on a particular list. Remember: The purpose is not merely to spell a certain group of words,

but to understand the *pattern* or *principle* illustrated by those words. Then the learner can use that understanding to figure out new words as they are encountered in reading and in writing.

It is most important for the learner to *use* the list words in sentences and paragraphs. Some exercises are given in the workbook, but you should feel free to develop your own creative ideas to use the list words in a playful story, a letter, a poem, or some other form of communication.

Of course it is desirable for each child to be able to spell the words on each list. However, that is not the primary goal, especially when the child first encounters a list that illustrates a new spelling pattern. It is most important to talk about each group of words and to help your child discover the underlying principle; accuracy in spelling should follow naturally with practice.

In the early stages, this may mean making statements that seem obvious to you: "The words *cat* and *bat* and *fat* all have three letters. The short **a** sound is spelled with the letter *a*." However, these observations may not be apparent to a young child. The goal is to help your child see that patterns do exist in words, and these patterns can be discovered by taking the logical approaches outlined in this book.

Study Procedure

In order to help children discover the logic underlying the spelling of most words, the following procedure should be followed with each word list:

1. In the Student Activity Book, look at the words in each list and have your child read each word aloud.

2. Ask if there is any common feature in all the words. Use the information in this Guidebook to help direct your discussion. Be sure to help the child reach a conclusion at the end of each list, even if it is something very simple: "These words all rhyme," or "The short **e** sound is spelled with the letter *e* in *red*."

3. Use each word in a sentence. Always remind your child that the reason for learning to spell words is to be able to convey their *meaning* in writing.

4. After you have worked on a list for a while, pronounce the words and have your child spell them orally and in writing. This will help you see if any problems remain. Often, any confusion over spelling will be cleared up by reviewing the principle that underlies the pattern found in a particular group of words.

HOW DO WE GET STARTED?

Although the ability to spell words correctly is important for clear communication, it is not an end in itself. It is not unusual for students to memorize all the words on a list, get 100% on a spelling test, and then misspell some of the same words when they use them in compositions. This happens because students have forced these words into short-term memory without gaining a sense of *how* and *why* the words are spelled as they are.

The best reason for undertaking a spelling program is to *understand* the principles of spelling and to *apply* them in writing. This idea must be kept in mind as you use this book. Anything learned in the spelling lessons and exercises must be carried over into writing if it is to have any value.

In the early years, children must be allowed to experiment so they can discover for themselves how letters and sounds fit together. Then, as they progress, they will learn that spelling involves more than just matching sounds with letters. For example, some words are not "spelled the way they sound." Instead, they are spelled according to conventions that have evolved over centuries. In many cases, words from foreign languages have been absorbed into English, and their original spellings have affected their English spellings.

Learning to Spell: A Developmental Process

Learning to spell is a gradual process and is not limited to memorizing lists. Allow each child to work through the process in order to come gradually to an understanding of how the English spelling system works. In spite of its complexity, and in spite of the fact that words such as *psychology* and *accommodate* may be difficult at first, English spelling

does have a system that can be learned. Furthermore, learning it can be interesting, challenging, and certainly rewarding.

We don't expect a baby to begin speaking in complete sentences, and we shouldn't expect a child to understand the conventions of English spelling right away. As in any learning process, we must allow children to progress gradually, through stages.

Let children experiment. Accuracy follows knowledge.

In their earliest attempts at "writing," children make squiggles and scribbles that may not mean much to us. However, these marks represent their first attempts to make sense of written symbols and to use them to communicate. This is an important step because it means that children do realize that marks on paper have something to do with the language they speak and hear every day.

As they begin to make marks that look like letters or numerals, children move through several stages:

1. The Random-Letter Stage
2. Estimated Spelling
3. Phonetic Spelling
4. Use of Visual Markers
5. Mature Spelling

1. The Random-Letter Stage

In their earliest attempts, children often write a series of individual letters and numerals that may look something like this:

ls7or FLsoO 3msE6

To the child, this may be a "story" or a list of things to buy at the store. At this point, individual letters may be used to represent whole words. This represents the child's first step toward organizing symbols, even though the written marks may not have much to do with the words they are supposed to represent. This is a bit like the babbling that babies do as they experiment with the sounds that will soon become words. However, it is important because the symbols are written left to right and are organized into groups of four or five. The child has a rudimentary idea of what a word should look like: a series of letters grouped in a row, not spread out all over the page.

2. Estimated Spelling

When they begin to form complete words, children may write some of them correctly because they remember what they have seen. A picture of a dog or cat may have the word written beneath it, so children naturally make the connection. However, when they attempt words they don't know, children often resort to estimated spelling (or *invented spelling*, as it is also called). This means that they first write letters that represent some of the sounds of the word, usually the beginning and ending consonants, but they don't account for all the sounds or syllables. Some examples of invented spellings are these:

bk (book)
hos (house)
grl (girl)
rembr (remember)
difrint (different)
prt (pretty)

For example, first-graders are fascinated with dinosaurs and will often take wild stabs at words such as *tyrannosaurus* or *triceratops*. These attempts should be encouraged because you want children to try to write messages. Gradually, as they move to the next stages, children will discover (with your help) how these words should be spelled so that other people can easily recognize the words in the message. Learners need to be given a chance to figure out some things for themselves while the rules and conventions of spelling are being introduced. (How many adults can spell *tyrannosaurus* and *triceratops*?) Children need to learn to listen carefully to words and their sounds. As they do so, they will gradually identify relationships between sounds and letter symbols.

3. Phonetic Spelling

In the next stage, children refine their efforts by relying more and more on *phonetic spelling*. This means that they attempt to find a letter or letters to account for all the sounds they hear in a word. In this stage, they may substitute one vowel for another that is very similar, or they may use the right letters in the wrong order:

weth (with)
whair (where)
paly (play)
tiyerd (tired)
brid (bird)
faverit (favorite)
frens (friends)
gril (girl)
woutr (water)

Of course these words are misspelled, but if you "sound them out" you realize that most of these phonetic spellings *do* come fairly close to the sounds of the words they represent.

4. Use of Visual Markers

The next step marks the transition from phonetic spelling (trying to find a letter for each sound) toward a more visual approach (realizing the importance of the way words *look* on the page). This requires children to move away from the safe, concrete method they had been using (looking for letters to represent *sounds*) toward a more abstract procedure that acknowledges the importance of the *visual* aspect of spelling.

For example, some words incorporate letters that are not sounded (the *k* in *knee* or the *w* in *sword*). Other words have unusual spelling patterns because they originated in foreign languages (*psychology* or *silhouette*, for example). Gradually, children become aware of some of these more complex conventions of English spelling.

Some basic spelling patterns are encountered very often, such as the *ay* in *day* and *say* or the *ai* in *rain* and *train*; the use of *-ed* and *-ing* at the end of many verbs (*looked* and *looking*); and the use of certain markers to distinguish between short and long vowels (as in *hop* and *hope* or *tap* and *tape*). Children may not get all of these conventions right at first, but they are aware that these visual clues are important.

5. Mature Spelling

By the age of ten or twelve, most children reach a fairly mature level of spelling ability. This means that they are familiar with the most frequently used spelling patterns; they understand how to add endings to form plural nouns (*book, books; box, boxes*) or to change verb tenses (*raise, raised, raising*); they know how to form contractions (*don't*) and compound words (*classroom*); they have learned many of the most important words that have unusual spellings (*neighbor, sight, rhinoceros*); and they can distinguish between words that have the same sound but different spellings and meanings (*right* and *write* or *wood* and *would*).

A good example of the complete process is found in the way children deal with the word *make*. After the initial random-letter stage, they usually master this word in the following way:

mk This is an *invented spelling* that accounts for the consonant sounds. Young children aren't yet aware that the vowel sound which connects the consonants must be included in the spelling.

mak Now we have *phonetic spelling*, including the vowel letter. The child hasn't yet discovered the significance of the final letter *e*.

maek This spelling does account for the *visual marker*, the silent letter *e*. It just isn't in the right place yet.

make This *mature spelling* places the final *e* in the right place to serve as a marker for the long **a** sound.

The effort involved in learning to spell has a tangible result: the ability to write what you mean and to have others understand it.

Learning to spell should be a voyage of discovery. Children are naturally curious about everything and enjoy figuring out how things work; they certainly are interested in words. You can show them that the spelling of words can be figured out and mastered and that the process can be enjoyable because it leads to true accomplishment.

LESSON PROCEDURE

We suggest a five-step plan. Make any adjustments needed to suit each child's age and ability and to adapt to any special problems that may need work. Spend as much or as little time on each word list as needed. In the upper levels, you may want to follow a five-day plan as you work on each word list, devoting one day to the ideas given in each of these five steps:

1. Introduce Words and Patterns
2. Practice Spelling the Words
3. Use Words in Writing
4. Review and Extend
5. Evaluate

Step One: Introduce Words and Patterns

Begin with the list of words to be studied. Focus on the *generalization* that is represented by the words in the list. Do not insist that the words be memorized for their own sake. Instead, help the learner *understand* those spelling principles that can have wider application beyond any single word list.

In some cases, your child may already know some of the words in a particular list. That's fine, but still use the whole list in order to show that a spelling pattern or a structural principle is found in each group of words, and this pattern or principle can also be applied to other words not on the list.

Step Two: Practice Spelling the Words

Especially in the early levels, children need to practice words by *hearing* them, *seeing* them, and *writing* them. A number of different

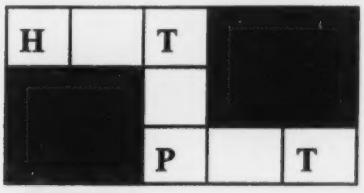
practice activities will be listed here because students learn in different ways. You will find that some activities work better with your child than others. The most important thing is to make these activities enjoyable and to stress the fact that words are not just things to be spelled; they have meanings and are important because they can be used to communicate messages.

On the next few pages we will suggest some types of activities that can be used. You can refer to this information as needed. In the Student Activity Book we will provide some exercises that reinforce important patterns.

Sample Activities

Stress Meaning with Crossword Puzzles

Young children like to work on crossword puzzles. You can use the words in each spelling list to make simple puzzles that match your child's abilities. For example, if the list includes the words *hat*, *tap*, and *pat*, you might make a puzzle that omits the vowel letter:



At a more challenging level, you can give simple definitions and have the child fill in the blanks, just as in crossword puzzles found in newspapers. This is valuable because it emphasizes the fact that words have ***meanings*** and that the meaning is conveyed by the correct spelling.

ACROSS

1. Animal that has whiskers
5. Animal that says "oink"

DOWN

1. Something you wear on your head.

[1]C	[2]A	[3]T
[4]A		
[5]P	[6]I	[7]G

Show Patterns with Rhymes

Rhyming helps to emphasize vowel sounds as well as the common patterns that can be found in many words. You can give simple instructions that also focus on the meaning of the word you are looking for. For example, "What word rhymes with *cat* and names something you wear on your head?" Or, "What word rhymes with *pat* and names something you use to hit a ball?"

Supply Missing Words

Another good way to stress the meaning of words is to give sentences that have a word missing. Your child must look at the list words and find the one that fits each sentence. For example, if the list words include *pay*, *day*, and *play*, you might give sentences like the following examples and have your child write the appropriate word in each blank space:

It is a rainy _____. (*day*)
I like to _____ ball. (*play*)
How much did you _____ for that hat? (*pay*)

Use Word-Search Puzzles

You can adapt some of the preceding activities by choosing more challenging and sophisticated examples. Children enjoy word-search puzzles in which they must hunt for list words and encircle each one they find. For example, if a list for the early grades included the words *cat*, *big*, and *pet*, they could be hidden in a puzzle such as this:

F	R	C	G	H
J	B	A	Q	B
V	S	T	Z	I
P	E	T	X	G

Provide Definitions

You can also give definitions and have your child write the spelling word that matches each one. If the list includes *fish* and *ship*, you could give the following definitions and have your child write in the word that fits:

An animal that swims in the water: _____

A big boat that can sail on the ocean: _____

Step Three: Use Words in Writing

The whole purpose of learning to spell is to be able to use words correctly in writing. Students discover that learning to spell words on a list becomes meaningful and important when they use the same words in messages of their own.

Students also need to understand that spelling is an important tool for expressing themselves. Correct spelling not only ensures that they will be understood but also affects the way in which they are perceived by others. If a student writes *trk* for *truck* or *weth* for *with*, then many people may be put off by the misspellings and perhaps not even try to understand the message.

Write about Real-Life Situations

Writing assignments should include real-life tasks: letters, narratives, and conversations, for example. It is also important for learners to review writing projects so that they become aware of the need for self-editing and revision. Weekly proofreading exercises develop the habit of editing written material—a habit that transfers to writing in all areas. Student writing can always benefit from review and self-correction in mechanics, grammar, and sentence structure as well as in spelling.

Step Four: Review and Extend

The key to all this is the process of review and self-correction. It is not always possible to spell every word correctly on the first try, but it is possible to look back over what you have written, to check any words you aren't sure about, and to correct spelling errors. This is the way students learn to spell more challenging words: by using them in a meaningful context and by checking their own work to locate and correct any mistakes.

In addition to reviewing words presented in a weekly lesson, students can also enrich their vocabularies, develop their interest in language and their motivation to spell, and increase their competence in using resources such as dictionaries and thesauruses.

One good way to expand knowledge and understanding of a word is to find **synonyms**: words that mean almost the same thing. For example, children often use the word *big* to refer to anything of great size, but as

they learn new spelling patterns they can also discover that other words such as *huge* or *large* may be more precise or colorful in certain situations.

Children can expand their understanding of a word through **antonyms**: words that have opposite meanings. Words such as *big* or *large* can be matched with *little* or *small* or *tiny* to provide a range of possibilities. Descriptive words are especially good when it comes to a search for synonyms and antonyms.

Step Five: Evaluate

At any point, you can have children write the words on the list as you read them aloud. This should not be viewed as a "test," as an ordeal to be endured. Instead, it can provide a good way to find out what has been learned and what still needs to be reviewed.

After the words have been read, it is important to *have each child correct the spellings himself or herself* by referring to the printed word list. This process of self-correction is one of the most valuable parts of the learning process.

Also, encourage each child to *keep a record of troublesome words* so they can be worked on until they are mastered. Perhaps this record can be a sheet of paper inserted as a bookmark in each child's activity book.

Moving from Inquiry to Independence in Spelling

Encourage children to experiment, to check themselves, and to share notes so that they gradually feel comfortable. Accurate spelling takes years to achieve.

TESTING FOR PROGRESS

You and your child want to know that your spelling exercises are producing results. Here are some ways to find out how your child is doing as you work through the spelling activities.

1. Note progress

When you are working closely with a child, you get a regular sense of her progress. If words are repeatedly misspelled or spelling patterns are not understood, then you know you need to spend more time on those words or patterns. Your main concern, however, is that your child can see growth and positive change.

2. Challenge with a quiz

Some children thrive on the challenge of a test and may actually enjoy a weekly quiz that provides recognition of their progress. Read the word list for each week and let them write the words. Then have them match their spellings with the words on the list so they can show you how many they have spelled correctly. Most of the time, let them do their own checking and correcting.

3. What do you know?

Every few weeks it is helpful to review the spelling principles the child has studied. A number of review lessons are given throughout Level 1, but you can always stop to check your child's progress at any time. Select a couple of words from each list, ask your child to spell them, and then ask for an explanation of what has been learned about spelling words of each type. If your child does not recognize the patterns, then review those lessons and search for additional words that fit the patterns. You want your child to see the logic of English spelling as you progress through the years.

Your assessment techniques should help your child see his own progress and learn how to use patterns to improve spelling accuracy. Always encourage your child to talk to you about what he or she is learning. And remember: You are looking for *progress*, not perfection.

USING THE STUDENT ACTIVITY BOOK

The material for each week in the Student Activity Book is presented in a three-page format.

Page 1: The Word List

The first page of each weekly lesson presents the word list along with instructions for how to proceed. Have your child read these instructions if possible, or read them aloud yourself. If necessary, help your child read the words on each list and provide guidance as your child writes each word in the space provided.

Page 2: Practice

On this page you will find exercises that help your child use words in different contexts: adding missing letters, writing words in spaces provided in sentences, grouping words that share some common feature, and so on. Make sure the instructions for each section are understood. Also feel free to provide additional prompts as needed. For example, if several letters are omitted from a word, you may need to provide one of the letters to help your child see how the exercise works. If a word is omitted from a sentence, help your child look through the list words to find the one that makes sense.

Don't try to do all these practice exercises at one sitting. The greatest benefit will be realized if exercises are spread out across several days. Also feel free to add any exercises that will help your child. Many suggestions have been provided in the section on Lesson Procedure given earlier. Above all, emphasize that the purpose of learning to spell words is to use them to express ideas and convey messages in writing. Correct spelling of words is only the beginning, not an end in itself.

Page 3: Story Time

On this page your child can make up a story using some of the words from the spelling list. At the beginning, a "story" may consist of little more than a sentence or two, if this is what your child can do. This reinforces the idea that words need to be spelled correctly in order to convey a message that others can read and understand. The story can be decorated with a drawing, too. Suggestions will be made for story topics each week, but feel free to use your own.

Information and suggestions in the Parents' Guide are designed to supplement the lists and exercises in the Student Activity Book. As you will see, the important thing for you to do is to help your child discover the underlying pattern that is illustrated in each word list. The material in this Parents' Guide can help you lead your child toward these discoveries.

> Throughout the Parents' Guide you will occasionally find material given in boxes such as this one. This information is designed to provide background and context so that you will know how a particular concept fits into the overall process of learning to spell. It is not necessary to dwell on this information with your child; it is primarily for you, the parent or teacher.

THE FOCUS FOR LEVEL 1: SPELLING PATTERNS

The goal for Level 1 is to introduce your child to the most basic and reliable patterns that can be used to spell large numbers of words.

The simplest and most basic pattern is presented in the first 17 weeks. It is called the **CVC** pattern; the letters stand for **C**onsonant-**V**owel-**C**onsonant. This pattern is used to spell many simple words that have short vowels: *cat*, *red*, *big*, *hop*, and *run*, for example.

Another set of patterns is presented in Weeks 19–27. These lessons illustrate some of the most important ways to spell words that have long vowels: *go*, *we*, *day*, *cake*, *nice*, *home*, and *use*, for example. The last four words fit another important pattern designated as **VCe**, which means **V**owel-**C**onsonant-final **e**. It is important for your child to understand that the final *e* is a marker which indicates that the main vowel is long, not short.

A few lessons introduce Memory Words, which are important words that are used very frequently. Many words such as *of*, *to*, *with* and *and* are used often because they are *structure words* that are needed to construct sentences. These must be memorized because they don't always fit the patterns presented in other units. Words that name colors and numbers are also introduced in the final weeks.

You will also find Review lessons every few weeks. These lessons suggest ways in which you can help your child reinforce what has been learned up to that point. You can devise similar exercises to review other words if you want to.

Throughout Level 1, keep in mind that the main purpose is to help your child understand that *many words can be organized into groups according to the patterns they follow*. This shows that many features of English spelling are logical and consistent and can be relied upon to a great extent.

LEVEL 1: WEEKLY LESSONS

Short Vowels: The CVC Pattern

We begin with words that illustrate one of the most important spelling patterns in the English language: the *CVC Pattern.*

As we said earlier, the letters **CVC** stand for **C**onsonant-**V**owel-**C**onsonant. This is the spelling pattern found in many simple words such as C-A-T, R-E-D, B-I-G, T-O-P, and B-U-S. Each of these words has a **short vowel sound**.

As you work on the following word lists, help your child understand the importance of this reliable pattern.

The Short **a** in **fat** and **cat**

The instructions in the *Student Activity Book* tell your child to read the following words and hear the short **a** in each word. Provide any help that may be needed to make sure your child understands these words.

at
bat
cat
fat
hat
sat

After the words have been read, your child can trace over the light gray outlines in the second column. This provides practice in forming the letters that spell each word. In the third column, your child should write each word without any outlines to follow.

Keep the larger picture in mind as you work through this activity. All the words rhyme because they end with the sound of the first word, *at*. This word contains only two letters, and the short **a** sound is heard at the beginning. All the other words have three letters and fit the CVC pattern.

The word *at* becomes the **base** for all the other words. This means that all the CVC words end with the letters *-at*. To help your child see this, cover the initial letters of all the CVC words with a straight edge, leaving a row of six duplicates of the word *at*. Then reveal each initial consonant one by one to show how the words change as different letters are placed before the base: *at*, *bat*, *cat*, and so on down the list. The presence of the base *-at* may be obvious to us, but it may not be apparent to all children.

Some children may become so engrossed in writing individual letters that they miss the important point: All these words rhyme and all follow the same spelling pattern. At the end of this first page in the Activity Book, make sure your child understands the following points:

- The spelling *-at* is the same at the end of every word.
- The sound represented by *-at* is always the same.
- The vowel sound is short **a** and is spelled with the letter *a*.

> Use the same kind of summary as you work through the lists in following weeks, making the necessary changes for spelling patterns and the different short vowels as you go along. Help children realize that they have discovered something they can rely on: The short **a** sound is spelled with the letter *a*.
>
> At this point, it is not necessary to mention the term "CVC Pattern" to your child. This will be discussed more fully in later lessons. Just make sure your child understands that each group of words follows a logical *pattern*.

Practice

On the Practice Page in the *Student Activity Book*, the spelling words are repeated at the top of the page for your child to refer to.

Section A asks for the missing letter to be added to each word. For now we are omitting only the vowel letter *a,* which your child should write in each blank space. (Answers are given in parentheses.)

1. __ t (at)	2. b __ t (bat)	3. c __ t (cat)
4. f __ t (fat)	5. h __ t (hat)	6. s __ t (sat)

Make sure your child understands that these are the same words given in the original list. In later weeks we will vary the missing letters.

Section B gives pictures of a baseball **bat**, a **cat**, and a **hat**. Your child should write the word that names each picture.

b _____ (bat)	c _____ (cat)	h _____ (hat)

Section C extends this weeks lesson by showing that still more words can be spelled using the base *-at*: **mat**, **pat**, and **rat**. Make sure your child realizes that these are new words and are not on the original list. All we have to do is add new initial consonants to the base *-at* to create these words.

m __ t (mat)	p _____ (pat)	r _____ (rat)

✍ Story Time

This activity gives your child a chance to use some of the list words in an original story. The words are repeated at the top of the page for your child to refer to.

If your child is just beginning to write, then you might give some "starters" such as: "I have a ____ (cat)." "My cat is _____ (fat)." If your child can think of an original story of two or three sentences, then that is even better.

Remind your child that the words need to be spelled correctly so that other people can understand them. Show the story to a friend or relative so your child will realize that others can read what is written and can comprehend the message that was intended.

Each week ends with a STORY TIME page on which your child can write a story using some of the list words. Even though there are brief suggestions for each STORY TIME, feel free to think of your own ideas for using the list words. Remember that spelling is for writing messages.

The Short **a** in **sad** and **man**

In the Activity Book, help your child point to each word and read it aloud. After each word is read, trace it and write it in the space provided.

bad
dad
sad
an
can
man

Make sure your child understands that this lists contains two different groups of words built on two different bases.

- In the first group of three rhyming words, the base *-ad* is used in each one: *bad*, *dad*, and *sad*.
- In the last three words, *an* forms the base for the other two: *can* and *man*.

All words have the short **a** sound spelled with the letter *a*.

✎ Practice

In **Section A** of the Practice page, your child should add the missing vowel letter that will complete each word.

1. b __ d (bad)	2. d __ d (dad)	3. s __ d (sad)
4. __ n (an)	5. c __ n (can)	6. m __ n (man)

In **Section B** your child should write the word that names each picture: a tin **can**, a **man**, and a **sad** clown's face. The first letter is given for each word; your child must notice that the first two words are built on the base *-an* and the last one is built on the base *-ad*.

c _____ (can) m _____ (man) s _____ (sad)

Section C shows that still more words can be built on the base *-an*. Your child should add the missing letters to write new words: *fan*, *pan*, and *ran*. In the exercise in the Activity Book, notice that only the vowel is omitted in the first word. However, the complete base *-an* must be added in the other two.

f__n (fan) p _____ (pan) r _____ (ran)

✍ Story Time

This week you might suggest that your child write a story about something that made him or her feel *sad* or a story about some *bad* weather. Draw a picture about the story.

Week 3

The Short **e** in **wet** and **pet**

Help your child read the words in this week's list. After they have been read, ask if any pattern is seen.

get
let
met
pet
set
wet

Your child should see that all these words rhyme because they end with the base *-et* and all have the short **e** vowel sound spelled with the letter *e*.

*Noticing Similarities and Differences: Short **a** and Short **e***

If your child has understood everything so far, you may want to compare this week's word list with the words given in Week 1. Those words all rhyme because they end with the base *-at*; this week's words all rhyme because the end with the base *-et*. The last letter is the same in both sets of words, but the vowel sound changes from short **a** in Week 1 to short **e** in Week 3.

Children may not hear the difference between short **a** and short **e** if they are not careful with pronunciation. Stress the difference by helping your child pronounce pairs of words such as these:

bat — bet **mat — met**
pat — pet **sat — set**

Also use each word in a sentence.

Practice

In **Section A** on the Practice page, your child should add the vowel letter *e* to complete each word.

1. g __ t (get)
2. l __ t (let)
3. m __ t (met)
4. p __ t (pet)
5. s __ t (set)
6. w __ t (wet)

In **Section B** the pictures show a child with a **pet** dog and another child who has gotten very **wet** standing in the rain with an umbrella. The base *-et* should be added to complete each word.

p _____ (pet) w _____ (wet)

Section C shows that two more words can be formed by adding the base *-et* to different initial consonants.

b _____ (bet) n _____ (net)

Story Time

Your child may want to write a story about a *wet pet* or about the time you went to *get* something at the store.

Week 4

The Short e in **red** and **hen**

After your child reads and writes the words on this week's list, ask what patterns can be found.

bed
fed
red
hen
men
pen

Your child should see that there are two patterns:

- The first three words rhyme because they end with the base *-ed*.
- The last three words rhyme because they end with the base *-en*.

Practice

In **Section A** your child should write the missing vowel letter to complete each word.

1. b __ d (bed)	2. f __ d (fed)	3. r __ d (red)
4. h __ n (hen)	5. m __ n (men)	6. p __ n (pen)

Section B shows pictures of a **bed**, some **men**, and a **pen** with pigs in it. Your child should add the letters to complete each word.

b _____ (bed)	m _____ (men)	p _____ (pen)

Section C introduces the words **den** and **ten** to show how the base *-en* can be used to write more rhyming words.

d __ n (den) t _____ (ten)

✍ Story Time

This looks like a good time for a story about a hungry *red hen* who wants to be *fed*. Draw a picture and color it.

The Short **i** in **hit** and **it**

After these words are read, ask what pattern is found.

it
bit
fit
hit
pit
sit

The first word establishes the base *-it* used in all the other words. Emphasize the following points:

- All the words rhyme.
- The last five words are spelled according to the CVC pattern.
- All words have the short **i** sound.

Stress the difference in sound between short **e** and short **i**. Children may not hear this difference if they pronounce words carelessly (as with *git* for *get*). Here are some pairs of words that highlight the difference between the two vowel sounds:

bet — bit **let — lit**
pet — pit **set — sit**

Have your child write each word as you say it, or write the words yourself for your child to see. Also use each word in a sentence.

Practice

In **Section A** on the Practice Page, the vowel letter *i* should be added to the first three words. For the last three words, only the first letter is given. Your child must add the base *-it* to complete each word.

1. _ t (it)	2. b _ t (bit)	3. f _ t (fit)
4. h _____ (hit)	5. p _____ (pit)	6. s _____ (sit)

Section B introduces the first exercises involving *sentence frames*. These are sentences in which a word is omitted. Your child must look at the list and select the word that *makes sense* in each sentence; then write that word in the blank space. (Answers are in parentheses.)

1. I _____ the ball. (hit)

2. We like to _____ on the chairs. (sit)

3. My hat does not _____. (fit)

You can devise similar exercises of your own. Just make up a sentence and leave a blank space in which your child can add the appropriate spelling word.

✍ Story Time

Talk about some possible story topics that use list words. Perhaps your child *bit* into an apple that was green or had to *sit* on a hard bench.

> Encourage your child to illustrate these stories whenever a picture idea comes to mind. When you read stories together, ask your child to read aloud and talk about the illustrations. Keep these discussions friendly and enthusiastic.

Week 6

The Short **i** in **big** and **pin**

This week we stress the short **i** sound with two more sets of rhyming words.

in
pin
tin
big
dig
pig

Make sure your child sees that we have two patterns involving the bases *-in* and *-ig*. The first three words rhyme with each other, as do the last three.

Continue to contrast the sound of short **e** and short **i** in pairs of words such as these:

beg — big **pen — pin**
peg — pig **ten — tin**

Also use each word in a sentence.

✎ Practice

In **Section A** the missing letters should be added to complete each word.

1. __ n (in)
2. p __ n (pin)
3. t __ __ (tin)
4. b __ g (big)
5. d __ g (dig)
6. p __ __ (pig)

Make sure your child notices that the vowel letter *i* should be added in the first two words, while the complete base *-in* must be added to the third word. The fourth and fifth words also require only an *i*, while the base *-ig* must be added to the sixth word.

In **Section B** your child should write the name of the object in each picture: a **pig** and a safety **pin**. Both words begin with the same letter, so the base makes all the difference.

p__g (pig) p_____ (pin)

In **Section C** each sentence must have a word from the spelling list added in each blank space. (Answers are in parentheses.)

1. Put the dish _____ the sink. (in)

2. A horse is a _____ animal. (big)

3. Can you _____ a hole for this tree? (dig)

✍ Story Time

A *pig* likes to *dig* in the mud. This idea may provide a story starter. And of course everyone loves to draw pigs.

Short **a, e, i**

This lesson begins by reviewing some of the words from earlier weeks. Have your child say each word and notice the vowel sounds. Then write the words.

bat
get
hit
man
red
tin

As you see, there are two words for each of the three short vowels. This is stressed in the next part of the exercise, which asks your child to write the words that fit each category.

1. Which words have the short **a** sound?

_____ (bat) _____ (man)

2. Which words have the short **e** sound?

_____ (get) _____ (red)

3. Which words have the short **i** sound?

_____ (hit) _____ (tin)

On the second page of this Review lesson, your child is asked to write the word that names each picture: a **cat**, a **bed**, and a **pig**.

c _____ (cat) b _____ (bed) p _____ (pig)

At the end of this page, your child is given three words to choose from: **wet, hit, and hat**. The correct word should be written in the blank space in each sentence.

1. My _____ doesn't fit my head. (hat)

2. We got _____ in the rain. (wet)

3. I _____ the ball with my bat. (hit)

The Short **o** in **box** and **top**

After your child reads these words in the Activity Book, discuss the three different spelling patterns that are used.

hop
mop
top
hot
not
pot
box
fox

Make sure your child sees that there are three groups of rhyming words: the first three words end with *-op*, the next three end with *-ot*, and the last two end with *-ox*. The final letter *x* has the sound of /ks/, but *x* still represents a single consonant.

✎ Practice

In **Sections A** and **B** the first six words from this week's list are grouped according to the bases *-op* and *-ot*. Your child should relate these six words to the words *pop* and *dot*, which end with these same bases.

A. Write the words that rhyme with **pop**.

1. h __ p (hop)
2. m _____ (mop)
3. t _____ (top)

B. Write the words that rhyme with **dot**.

4. h __ t (hot) 5. n _____ (not) 6. p _____ (pot)

Section C asks your child to write the remaining two words.

C. Write the words that end with **x**.

7. b _____ (box) 8. f _____ (fox)

Section D gives pictures of a **mop**, a **pot**, and a **box**. Your child should write the word that names each picture.

m _____ (mop) p _____ (pot) b _____ (box)

✍ Story Time

What could a *fox* do with a *mop* and a *box*?

The Short **u** in **bug** and **run**

Here are some words that have the short **u** sound. After your child has read them, talk about the groups of words that rhyme.

bug
rug
but
nut
us
bus
fun
run

There are four pairs of rhyming words, each pair built on a different base: *-ug*, *-ut*, *-us*, *-un*. Most of the words fit the CVC pattern, but the word *us* has only two letters and begins with the short **u** sound.

✎ Practice

In **Section A** of the Practice page, the missing letters should be added to each word. Most words lack only the vowel letter, but a few of them must have the complete base added.

1. b __ g (bug)	2. r __ g (rug)	3. b __ t (but)	4. n _____ (nut)
5. __ s (us)	6. b __ s (bus)	7. f __ n (fun)	8. r _____ (run)

Section B gives pictures of a **but**, a **nut**, and a **bus**. Your child should write the word that names each picture.

b _____ (bug) n _____ (nut) _____ (bus) s

✍ Story Time

You're as cute as a *bug* in a rug. Or maybe you'd rather have a *fun run*. What else can you think of writing about?

The CVC Pattern

By this time, many children will have noticed that a broad principle is beginning to emerge. If you think it will help your child, you might want to talk about the fact that one pattern is found in all the three-letter words in the lists we have seen so far. If the information on this page is too difficult at the moment, then postpone it for a later date.

In the spelling lists for the first eight weeks, a few words were spelled with only two letters: *at*, *an*, *in*, *it*, and *us*. These words began with short vowels. All the other words in these lists began with a consonant letter followed by a vowel letter in the middle and a consonant letter at the end. Furthermore, all of these words that short vowel sound.

Explain that all of these three-letter words follow the **CVC Pattern**. You can rely on the following guidelines whenever a CVC word is encountered.

The **CVC Pattern**: Consonant-Vowel-Consonant

- Words spelled according to the CVC pattern begin with a consonant sound and end with a consonant sound.
- The vowel in the middle of the word is short.
- The short vowel is spelled with its corresponding letter in the alphabet.

Week 9

Short Vowels in **will** and **pass**

This week we look at a list in which all the short vowels are represented. We also see a new way to spell final consonant sounds.

So far we have seen short-vowel words that ended with a single consonant sound spelled with a single consonant letter: **cat**, **red**, **big**, and so on. What spellings for final consonants do you find in the next list?

bell
sell
will
doll
pass
less
miss
fuss

Doubled letters are used to spell single consonant sounds at the end of each word. The spelling *ll* is used for the /l/ sound at the end of the first four words, and the spelling *ss* is used for the /s/ sound at the end of the other four words. These double-letter spellings *ll* and *ss* will be seen at the end of many other words, especially one-syllable words with short vowels. Remind your child that these words still fit the CVC pattern because they end with a single consonant *sound* even though that final sound is spelled with a doubled letter.

✎ Practice

In **Section A** your child should add the letters needed to complete each word.

1. be __ __ (bell) 2. se __ __ (sell) 3. wi __ __ (will) 4. do __ __ (doll)

5. pa __ __ (pass) 6. le __ __ (less) 7. m __ __ __ (miss) 8. f __ __ __ (fuss)

In **Section B**, words are grouped according to their vowels.

1. Write the short **a** word: _____ (pass)

2. Write the short **e** words: _____ (bell) _____ (sell) _____ (less)

3. Write the short **i** words: _____ _____ (will, miss)

4. Write the short **o** word: _____ (doll)

5. Write the short **u** word: _____ (fuss)

✍ Story Time

Some children might like to think of a *bell*; others might want to write about a *doll*. Draw and color a picture.

Week 10

Short Vowels in **back** and **pack**

Help your child read this group of short-vowel words. What spelling do you find at the end of each word?

back
pack
deck
neck
pick
sick
lock
duck

Each word ends with the /k/ sound. However, this consonant sound is spelled with two letters, *ck*. This spelling is often used in one-syllable words that end with the /k/ sound. Very few words end with the letter *c* alone or the letter *k* alone.

When two consonant letters are joined to form a single consonant sound, they are called **consonant digraphs**. The word *digraph* means that two letters are used to spell a single sound.

The *ck* spelling is a digraph that is often used to represent the /k/ sound at the end of words. However, the *ck* spelling is never used at the beginning of words. It is not necessary to mention the term *consonant digraph* to your child. Just point out that the *ck* spelling represents the /k/ sound at the end of each word.

These short-vowel words still fit the CVC pattern because each word ends with a single vowel sound, even though two letters are used to spell this sound.

Practice

In **Section A** your child should add the letters needed to complete each word. In some of the words, only the final letters *ck* need to be added. In the other words, the vowel as well as final *ck* must be added.

1. ba __ __ (back)
2. pa __ __ (pack)
3. de __ __ (deck)
4. n __ __ __ (neck)
5. pi __ __ (pick)
6. s __ __ __ (sick)
7. l __ __ __ (lock)
8. du __ __ (duck)

In **Section B** the pictures represent a giraffe's **neck**, a **lock**, and a **duck**. Your child should add the missing letters in the spaces provided.

n __ __ __ (neck) l __ __ __ (lock) d __ __ __ (duck)

Story Time

Most of the words on this week's list can be used to suggest a story topic. Your child might write about a *duck* swimming in a lake or about wearing a *pack* on a hiking trip.

Review

Short **o** and **u**; Final Consonants

Here we will look back at the short **o** and short **u** spellings as well as the final consonants spelled *ll*, *ss*, and *ck*. In the Activity Book, have your child read the following words and write them in the spaces provided.

lock	**fuss**
but	**top**
doll	**duck**

Now help your child group the words as follows. Obviously, some words fit into more than one category.

1. Which words have the short **o** sound?

_____ (lock) _____ (doll) _____ (top)

2. Which words have the sort **u** sound?

_____ (but) _____ (fuss) _____ (duck)

3. Which words end with **ck**?

_____ (lock) _____ (duck)

4. Which word ends with **ll**? _____ (doll)

5. Which word ends with **ss**? _____ (fuss)

Expanding the CVC Pattern: Consonant Blends

Week 11

Short Vowels in **brag** and **crib**

Pronounce the following words with your child. What sound do you hear at the beginning of each word? What do you notice about the spelling pattern for each initial sound?

brag
brass
brick
crab
crib
crop

The first three words begin with the consonant letters *br*. The other three words begin with the letters *cr*. The sounds represented by the letters *br* and *cr* are called *consonant blends*.

> **Consonant blends** are formed by pronouncing two consonant letters so that they are smoothly connected. We still hear the sound of each letter, but the two sounds are joined so closely that they seem to form a single unit.

Show your child that words such as *brag* and *crop* begin with *one blended sound* spelled with *two consonant letters*. The emphasis should always be on the blended sound that the letters *br* and *cr* represent. This is why we can still talk about the CVC pattern: each word begins with one

blended consonant sound even though two letters are used to spell that sound. Also notice that *brass* and *brick* end with the spellings *ss* and *ck* that we saw in Weeks 9 and 10.

Practice

In **Section A** on the Practice page, the missing letters should be added to complete each word. Notice that the missing letters vary in each word, so your child must look at the list carefully and pick the word that fits each clue.

1. b _ _ g (brag)
2. b _ a _ s (brass)
3. b _ i _ _ (brick)
4. c _ a b (crab)
5. c _ i _ (crib)
6. c _ _ p (crop)

In **Section B**, a spelling word must be written in each blank.

1. I like to _____ about my new bike. (brag)
2. The house is made of _____. (brick)
3. The baby has a new _____. (crib)

Story Time

Several of the words in this week's list can be used as topics for stories. You might ask what is used to build houses (*brick*), what the farmer gathers in the fall (*crop*), and so on. For more fanciful stories you might ask: Can a *crab* get into a *crib*? Can a *brick* be made of *brass*?

Short Vowels in **drop** and **trap**

A number of words begin with consonant blends that involve the letter *r*. Here are a few such words.

drag
drip
drop
grab
grass
trap
trip
truck

Each word begins with two letters that form a consonant blend: *dr*, *gr*, and *tr*. Also notice that the words *grass* and *truck* end with the spellings *ss* and *ck* that we have already seen.

All of these words fit the CVC pattern even though the initial consonant blends are spelled with two letters. Also stress the difference in vowel sound between *drip* and *drop* and between *trap* and *trip*. The initial consonant sound is the same in each pair, and the final consonant is also the same. Only the vowel sound makes the difference in these pairs of words.

> The letter *r* can be combined with other consonants to form **consonant blends**. Some of the most frequently used blends are *br*, *cr*, *dr*, *gr*, and *tr*.

Practice

In **Section A**, help your child add the missing letters in each word.

1. d __ __ g (drag)
2. d __ i __ (drip)
3. d __ o p (drop)
4. g __ __ b (grab)
5. g __ __ __ s (grass)
6. t __ a p (trap)
7. t __ i __ (trip)
8. t __ u __ __ (truck)

In **Section B**, your child should add the spelling word that completes each sentence.

1. Don't _____ the flower pot! (drop)
2. The _____ needs to be cut. (grass)
3. That big _____ is loaded down. (truck)

Story Time

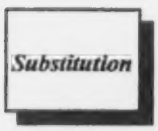
This week your child may want to take a *trip* on a *truck* or watch the water *drip* from the gutter onto the *grass*.

Short Vowels in **clap** and **flip**

Another kind of consonant blend is created when we add the letter *l* after certain consonants. This week we look at some short-vowel words that begin with consonants joined with *l*.

black
block
class
click
flag
flip
glad
glass

The letter *l* can be combined with other consonants to form **consonant blends**. Some of the most frequently used blends are *bl*, *cl*, *fl*, and *gl*.



Help your child see that a spelling principle is beginning to emerge: A single consonant sound can be replaced by a consonant blend without changing the vowel sound.

Practice

In **Section A** your child should write the missing letters to complete each word.

1. b __ a __ k (black)
2. b __ o _____ (block)
3. c __ a _____ (class)
4. c __ i _____ (click)
5. f __ __ g (flag)
6. f __ __ p (flip)
7. __ __ a d (glad)
8. __ __ a __ s (glass)

In **Section B** the pictures show a **flag**, a **glass**, and an alphabet **block**. Your child should write each of these words in the spaces provided.

_____ (flag) _____ (glass) _____ (block)

STORY TIME

Your child may want to write about a *flag* in a parade or about something you have that is made of *glass*.

Consonant Blends

As your child looks at these words in the Activity Book, focus on the sound heard at the beginning of each word. Then have your child write each word in the space provided.

brag	**black**
drop	**flag**
crib	**class**
trip	**glad**

Help your child answer these questions.

1. Which words begin with **br** or **cr**?

_____ (brag) _____ (crib)

2. Which words begin with **dr** or **tr**?

_____ (drop) _____ (trip)

3. Which words begin with **bl** or **cl**?

_____ (black) _____ (class)

4. Which words begin with **fl** or **gl**?

_____ (flag) _____ (glad)

Expanding the CVC Pattern: Consonant Digraphs

Week 14

Short Vowels in **chop** and **ship**

What vowel sounds do you hear in the following words? What do you notice about the spelling pattern at the beginning of each word?

chat
chip
chop
shed
ship
shop

These words all have short vowels and look very much like some of the words we have seen before, but they all begin with *two* consonant letters that form a *single* sound. These pairs of letters are called *consonant digraphs*.

> **Consonant digraphs** are pairs of consonant letters which represent a single consonant sound. This new consonant sound is *different* from the sound of each consonant by itself. Two digraphs that are used very often are **ch** and **sh**.

Here you see the difference between blends and digraphs. In consonant blends such as *br* and *cl* we can still hear some of the sound of each consonant letter. With digraphs such as *ch* and *sh* the two letters join to form a completely new sound that is not like either of the letters alone.

Practice

In **Section A** the missing letters should be added to complete each word.

1. c __ a t (chat)	2. c __ i __ (chip)	3. c __ o p (chop)
4. s __ e d (shed)	5. s __ i __ (ship)	6. s __ o __ (shop)

In **Section B** a spelling word must be added to fill the blank in each sentence.

1. We had to _____ wood for the fire. (chop)

2. The big _____ sailed across the ocean. (ship)

3. My dad has lots of tools in his _____. (shop)

Story Time

This week, pick a couple of words you like best and use them in a story. You might write about taking a trip on a *ship* or tell about how you could *chop* wood in a *shed*.

Short Vowels in **then** and **when**

Notice the spelling of the consonant sound at the beginning of each word in this list.

that
then
this
when
whack
which

The letters *th* and *wh* are also consonant digraphs that represent single consonant sounds.

All the words in Weeks 14 and 15 begin with consonant digraphs. Furthermore, the word *which* also ends with the digraph *ch*. To help your child understand how the CVC principle applies, give several pairs of words that show how the initial sound changes when digraphs instead of single letters are used at the beginning of words. Have your child write pairs of words such as the following as you read them aloud:

hat — chat **hen — then**
hop — shop **hip — whip**

Each pair of words is built on the same base: *-at*, *-op*, *-en*, and *-ip*. The second word in each pair simply adds a letter at the beginning to form a new consonant sound: *h* changes to *ch* in *chat*, to *sh* in *shop*, and so on. Stress the fact that the two letters at the beginning of *chat*, *shop*, *then*, and *whip* represent only one consonant sound.

✎ Practice

In **Section A** Section A the missing letters should be added to complete each word.

1. _____ at (that)	2. t ____ n (then)	3. t __ i __ (this)
4. w __ en (when)	5. w __ a _____ (whack)	6. _____ ch (which)

In **Section B** your child is asked to group words according to vowel sounds.

1. Write the short **a** words: _____ _____ (that, whack)

2. Write the short **e** words: _____ _____ (then, when)

3. Write the short **i** words: _____ _____ (this, which)

✍ Story Time

Your child may write a story telling how *this* happened and *that* happened and *then* something else happened.

Week 16

Short Vowels in **much** and **wish**

Help your child discover that these words follow the principles we have seen so far. What vowel sound do you hear in each word? What sound and spelling do you find at the end of each word?

rich
much
cash
dish
fish
wish
path
with

These words begin with a single consonant followed by a short vowel, but they all end with a consonant digraph: *ch*, *sh*, or *th*. (The digraph *wh* is not used at the end of words.) These words still fit the CVC short-vowel pattern; they just end with a digraph instead of a single letter.

The Digraph *th*

The letters *th* can have two different sounds. At the beginning of words such as *then* and *this*, we hear the "voiced" *th*. This means that the vocal cords as well as the tongue are involved in making the consonant sound.

At the beginning of words such as *thick* we hear "unvoiced" *th*. The sound is made by air passing over the tongue and teeth; the vocal cords are not involved. This "unvoiced" *th* is also found at the end of words such as *path*.

It is not necessary to explain this distinction to children at the moment. It is mentioned here only to show that one digraph may have two sounds, but the overall spelling of each word is not affected.

Practice

In **Section A** the emphasis is on the digraph found at the end of each word.

1. Write the words that end with **ch**. _____ (rich) _____ (much)

2. Write the words that end with **sh**.

_____ (cash) _____ (dish) _____ (fish) _____ (wish)

3. Write the words that end with **th**. _____ (path) _____ (with)

In **Section B**, words are grouped according to vowel sounds.

1. Write the short **a** words: _____ (cash) _____ (path)

2. Write the short **i** words: _____ (rich) _____ (dish)

_____ (fish) _____ (wish) _____ (with)

3. Write the short **u** word: _____
(much)

✍ Story Time

Your child may want to write about a *fish* that swam in a *dish* or about a *wish* that came true.

More about Short Vowels

> If your child understands all that has been covered so far, then the material in this lesson can be of value. If the patterns presented so far are not yet clearly understood, then this exercise can be postponed until a later date.

You can help to show how the CVC short-vowel pattern applies even when there are blends or digraphs at the beginning or at the end of each word. This can be done by presenting words as they are given in the list below, showing how the letters in each word fit into the CVC pattern. The same list is provided in the Activity Book. Your child should first read each word and then write it.

C V C		C V C	
p i g	_____	dr i p	_____
n u t	_____	cr a ck	_____
m i ss	_____	fl a t	_____
b e ll	_____	bl o ck	_____

After all the words have been written, go through the information in the Activity Book. This provides a summary explaining why all the words fit the same pattern. Read the information to your child if necessary, and make sure that each point is understood. Emphasize each statement by pointing to the appropriate part of each word as you go along.

✎ Practice

The activities on the Practice page help to focus the child's attention on each of the points mentioned above. As you see, the word *block* fits questions 4 and 5.

1. Which words begin and end with one consonant letter?

_____ (pig) _____ (nut)

2. Which words end with doubled letters?

_____ (miss) _____ (bell)

3. Which words begin with a consonant and **r**?

_____ (drip) _____ (crack)

4. Which words begin with a consonant and **l**?

_____ (flat) _____ (block)

5. Which words end with **ck**?

_____ (crack) _____ (block)

In each case, emphasize that there is a short vowel in the middle of each word, no matter how the spelling of the initial and final consonant sounds may change.

Story Time

Your child may write about a *pig* that found a *nut* or a *bell* that got a big *crack* in it.

Review

Initial and Final Digraphs

As your child says each word in this week's list, pay attention to the consonant sound and spelling at the beginning and the end of each word.

chop	**dish**
ship	**when**
much	**this**
which	**with**

The questions below focus on initial and final consonants.

1. Which words begin with **ch, sh,** or **th**?

_____ (chop) _____ (ship) _____ (this)

2. Which words begin with **wh**?

_____ (when) _____ (which)

3. Which words end with **ch**?

_____ (much) _____ (which)

4. Which word ends with **th**? _____ (with)

Memory Words

So far, all the words on the weekly lists have shown a clear match between sounds and letters and have followed patterns that are very reliable. However, there are several other important high-frequency words that do not always fit the patterns we have just seen.

Here are some short but important words that children should practice and commit to memory.

I
and
of
on
to
is
was
you

Remind your child that the word *I* is always capitalized. Words such as *of* and *on* and *to* are called *structure words* because they are often used to construct sentences. They are important because they show relationships among other words in the sentence. These words should be pointed out in reading and should be used in sentences. We will add more Memory Words as we go along.

✎ Practice

In **Section A** your child should add the missing letter or letters to complete each word. The first item provides only a single blank space because it is the only one-letter word in the list.

1. ___ (I)	2. a __ __ (and)	3. __ f (of)	4. __ n (on)
5. t __ (to)	6. i __ (is)	7. w __ __ (was)	8. y __ __ (you)

In **Section B** the missing word must be added to complete each sentence.

1. I like to run _____ play. (and)

2. Put this box _____ the table. (on)

3. Let's go _____ the movie. (to)

4. My friend and ___ like to swim. (i)

5. I will give _____ some cookies. (you)

✍ Story Time

Point out that these words are used very often. It is difficult to write many sentences without using at least some of these words. Help your child think of an interesting topic to write about: Perhaps going *to* a movie or riding *on* the bus.

Long Vowels

So far we have seen short-vowel words that fit the CVC pattern. Now we will begin to look at some of the long-vowel sounds that the vowel letters can represent.

> Long vowels are the sounds you hear when you say the letters *a*, *e*, *i*, *o*, and *u* in the alphabet. You also hear the long vowels in words such as *age*, *we*, *ice*, *no*, and *use*.

There are two long-vowel spelling patterns that young children often encounter in their earliest reading. One pattern is found in words such as *me* and *no* and *day*, which end with a long-vowel sound. These are called **open vowels** because the long-vowel sound at the end of words is not followed by a consonant. Some familiar open-vowel words will be presented in Weeks 19–20.

Another long-vowel pattern involves the use of a silent *e* at the end of words. This is the pattern you see in words such as *make*, *ride*, *hope*, and *cute*. Words that fit this pattern will be presented in Weeks 21–27.

The Long Vowels in **we** and **go**

A few words end with the long **e** sound spelled with the letter *e*. A few other words end with the long **o** sound spelled with the letter *o*.

be
me
we
she
the
go
no
so

Make your child is aware that these are called *open vowel* sounds because the long vowel is heard at the end of each word; there are no final consonants. Later we will look at words that end with the long **e** sound spelled with the letters *ee*.

✎ Practice

In **Section A**, words are grouped according to vowel sounds and spelling patterns.

1. Write the long **e** words that have two letters.

_____ (be) _____ (me) _____ (we)

2. Write the long **e** words that have three letters.

_____ (she) _____ (the)

3. Write the long **o** words.

_____ (go) _____ (no) _____ (so)

In **Section B** a spelling word must be added to complete each sentence.

1. Please give _____ another glass of water. (me)

2. Here is _____ book you wanted. (the)

3. Let's ____ to the park. (go)

4. There are ____ more cookies left. (no)

✍ Story Time

As you see, this week's words are also used very often; they just happen to fit consistent spelling patterns for open long **e** and long **o**. It should be easy for your child to write a story using words such as *we* and *me* and *the* and *go*. What does your child do when playing with friends? "*We* do this and we *go* to *the* mall"—and so on.

Week 20

The Long **a** in **play** and **day**

The words in this list end with the open long **a** sound. Make sure your child notices that this final long **a** sound is spelled with the letters *-ay*, not with *a* alone.

day
way
may
say
pay
play
tray
stay

The *-ay* spelling is used only at the end of base words for this open vowel sound; it is not followed by any consonants. For example, we would not spell *date* and *late* as *dayt* and *layt*.

Make sure your child notices that the last three words begin with the consonant blends *pl*, *tr*, and *st*. Consonant blends were introduced in Weeks 11–13.

✎ Practice

In **Section A** your child should write the words that fit each category.

1. Write the words that have three letters.

_____	_____	_____	_____	_____
(day)	(way)	(may)	(say)	(pay)

B. Write the words that have four letters.

_____	_____	_____
(play)	(tray)	(stay)

Section B gives the following sentences. A spelling word must be added in each blank space.

1. It took all _____ to get there. (day)

2. Did he _____ when he would call us? (say)

3. It is a long _____ to his house. (way)

4. I like to _____ ball after school. (play)

✍ Story Time

Help your child write a story about a *day* when you could *play* anything you wanted.

The VCe Pattern

You have seen that some words end with open long-vowel sounds, as in *we*, *go*, and *day*. Many more long-vowel words are spelled according to the pattern found in *ate* and *gate* or *ice* and *nice*. This is called the *VCe pattern*. The letters *VCe* stand for **V**owel-**C**onsonant-final **e**, which is silent.

The VCe Pattern: **V**owel-**C**onsonant-**e**

In long-vowel words spelled according to this pattern, the main vowel letter is followed by a consonant and then by a final, silent letter *e*. You see this pattern in some three-letter words such as *age* and *ice*, but most long-vowel words of this type begin with a consonant sound followed by the VCe pattern, as in *page* and *nice* or *chase* and *twice*.

Although the final *e* is not pronounced, it is extremely important because it acts as a *signal* which lets us know that the main vowel is long. Constantly remind your child that the final *e* is a marker that must be used to indicate a long-vowel sound.

In the early stages, children may realize that the letter *e* should be used but they may not be sure where it goes. Spellings such as *maek* or *caem* instead of *make* and *came* may appear for a while. Just remind children that the main vowel is followed by a consonant and then the silent *e* always goes at the end.

The Long **a** in **bake** and **cake**

A few long **a** words fit the VCe pattern exactly: *age*, *ape*, and *ate*, for example. Many more long **a** words begin with a consonant sound followed by the VCe pattern. Here are some words that fit this category.

bake
cake
lake
make
rake
take
shake
flake

These words rhyme because all of them end with the base *-ake*. Make sure your child notices that the last two words begin with the digraph *sh* and the blend *fl*. These have already been introduced in earlier weeks.

✎ Practice

In **Section A**, letters should be added to complete each word.

1. b _____ e (bake)
2. c _____ (cake)
3. l _____ (lake)
4. m _____ (make)
5. r _____ (rake)
6. t _____ (take)
7. sh _____ (shake)
8. f _____ (flake)

In **Section B**, a spelling word should be added to complete each sentence.

1. We had _____ for dessert. (cake)

2. We went sailing on the _____. (lake)

3. I like to _____ the leaves. (rake)

4. Be sure to _____ the rug. (shake)

✍ Story Time

Your child may write about helping to *bake* a *cake* or to *rake* the leaves or to *shake* dust from a blanket or rug.

The Long **a** in **same** and **name**

Here is another group of rhyming words that have the long **a** sound spelled with the VCe pattern.

came
name
game
same
tame
shame
flame
blame

These words rhyme because they all end with the base *-ame*. Each of the last three words begins with a digraph or a blend that has already been introduced. Stress the difference between the initial consonant sounds in *same* and *shame*.

✎ Practice

In **Section A**, missing letters should be added to complete each word.

1. c __ m __ (came)
2. n __ m __ (name)
3. g _____ (game)
4. s _____ (same)
5. t _____ (tame)
6. sh _____ (shame)
7. fl _____ (flame)
8. b _____ (blame)

In **Section B**, a spelling word should be added to complete each sentence.

1. Our team played a good _____. (game)

2. Your coat is the _____ as mine. (same)

3. How does she spell her _____? (name)

4. The _____ is very hot. (flame)

5. It's a _____ that the dish got broken. (shame)

✍ Story Time

Your child may write about a *game* or about two things that are the *same* or about seeing *tame* animals in a petting zoo.

The Long **a** in **made** and **face**

Many other long **a** words are spelled with the VCE pattern. Here are a few of them. Notice that there are several different groups of words in this list.

fade
made
sale
tale
face
race
pane
lane

These four pairs of words are built on the bases *-ade*, *-ale*, *-ace*, and *-ane*.

Make sure your child understands that *sale* refers to special bargains offered by a store, *tale* refers to a story, and *pane* names a piece of glass in a window. In later units we will look at the spellings *sail*, *tail*, and *pain* and talk about *homophones*—words that sound the same but are spelled differently.

Notice the consonant sound /s/ spelled *ce* at the end of *face* and *race*. Many words that end with the /s/ sound are spelled with final *ce*. This is especially true of words that follow the VCe pattern: *lace*, *pace*, and *place*, for example.

✎ Practice

Section A asks students to supply missing letters to complete each word.

1. f__ d__ (fade)
2. m _____ (made)
3. s__ l__ (sale)
4. t _____ (tale)
5. f__ c__ (face)
6. r _____ (race)
7. p__ n__ (pane)
8. l _____ (lane)

Section B helps to emphasize the difference between long and short vowels by comparing pairs of words. Short-vowel CVC words are given first. After each CVC word, a final *e* is added to the same first three letters. Talk about the following questions as you look at these words with your child:

What is the vowel sound in the first word in each pair?
What is the vowel sound in the second word in each pair?
How do you know when the vowel is long?

C V C	V C e
c a n	c a n e
m a d	m a d e
t a p	t a p e
m a t	m a t e
p a n	p a n e

Make sure your child understands that the addition of the final *e* causes the change from short to long vowel. Also be sure your child reads each word in each pair to hear the difference. Use each word in a sentence: "Here is a *can* of soup. I got a candy *cane* for Christmas." And so on.

✍ Story Time

Your child might write about running a *race* or painting her *face* for Halloween or finding some great stuff on *sale* at the store.

Open **e** and **o**; Long **a**

The words in the following lists review the spellings for open vowels in *we* and *go* and *say*. They also include long **a** words spelled with the VCe pattern. Your child should write each word after it is pronounced.

me	**no**
day	**cake**
name	**play**
sale	**race**

To review these spellings, help your child answer the following questions. You can use the same approach to review other words in Weeks 19–23.

1. Which word ends with the long **e** sound? _____ (me)

2. Which word ends with the long **o** sound? _____ (no)

3. Which words have long **a** and rhyme with **say**?

_____ (day) _____ (play)

4. Which words have long **a** and end with silent **e**?

_____ (cake) _____ (name)

_____ (sale) _____ (race)

The Long **a** in **chase** and **plane**

So far we have seen words such as *came* and *made* that began with a single consonant letter followed by the VCe pattern. Many other long-vowel words begin with consonant blends or digraphs. In Weeks 11–15 we introduced blends and digraphs at the beginning of short-vowel words. Here are some examples of those same blends and digraphs used at the beginning of long-vowel words.

chase
grape
place
trade
whale
shape
grade
plane

Remind your child that digraphs are heard at the beginning of *chase*, *whale*, and *shape*. The letters *ch*, *wh*, and *sh* create new sounds unlike the sound of each letter alone. All the other words begin with blends in which two separate consonant sounds are joined together: *gr*, *pl*, and *tr*.

Point out that both *chase* and *place* end with the /s/ sound, but this sound is represented by different spellings in each word. As we said in Week 23, the spelling *ce* is most often used for the /s/ sound at the end of long-vowel words.

Practice

In **Section A** your child should write the words that begin with each digraph or blend indicated.

1. Write the words that begin with **ch**, **sh**, or **wh**.

_____ (chase) _____ (shape) _____ (whale)

2. Write the words that begin with **gr** pr **tr**.

_____ (grape) _____ (trade) _____ (grade)

3. Write the words that begin with **pl**.

_____ (place) _____ (plane)

Section B provides some sentence frames. A spelling word must be added to complete each one.

1. Dogs like to _____ cats and squirrels. (chase)

2. I lost my _____ in this book. (place)

3. A jet _____ can fly very fast. (plane)

4. A big _____ can swim very far. (whale)

✍ Story Time

This week's list has some excellent words to stimulate your child's imagination: *chase*, *whale*, *flame*. Draw a picture about the story.

Week 25

The Long **i** in **nice** and **time**

A number of words with the long **i** sound are spelled according to the VCe pattern. The word *ice* fits this pattern exactly. Other words begin with single consonant letters or with a consonant blend or digraph. Point out the vowel sound and the final, silent *e* as your child reads and writes these words.

nice
dime
mile
pile
while
time
mine
drive

What about *have* and *give*?

At first glance, the words *have* and *give* appear to fit the VCe long-vowel spelling pattern. It seems as though they should rhyme with *save* and *five*.

However, we know that *have* and *give* have short-vowel sounds. They are spelled with the final *e* simply because the letter *v* is never used alone at the end of a word. This is just a convention of English spelling that has evolved over many centuries.

Practice

Section A asks your child to add the missing letters to complete each word.

1. n __ c __ (nice)
2. d __ m __ (dime)
3. m __ l __ (mile)
4. p _____ (pile)
5. wh _____ (while)
6. t _____ (time)
7. m __ n __ (mine)
8. dr _____ (drive)

Section B provides four sentence frames. A spelling word should be added to complete each sentence.

1. This is a big _____ of rocks. (pile)
2. We walked almost a _____ back to the house. (mile)
3. What _____ does the clock say? (time)
4. Is this your hat? It is not _____. (mine)

Help your child use the other words in sentences.

Story Time

Perhaps your child can write a story about a *drive* that took a long *time* or about a *nice* party.

Week 26

The Long **o** in **home** and **stone**

The VCe pattern is used in some words with the long **o** sound. Help your child hear the vowel sound and observe the VCe pattern as each word is pronounce and written.

home
hope
rope
hole
pole
nose
rose
stone

The words *nose* and *rose* end with the /z/ sound spelled with the letters *se*. This spelling is often used to represent the /z/ sound at the end of long-vowel words. Also point out that the word *stone* begins with the consonant blend *st*.

✎ Practice

In **Section A**, add the missing letters to complete each word.

1. h __ m __ (home)
2. h __ p __ (hope)
3. r __ p __ (rope)
4. h __ l __ (hole)
5. p _____ (pole)
6. n __ s __ (nose)
7. r _____ (rose)
8. st _____ (stone)

Section B gives pictures of a **rope**, a **nose**, and a **stone**. Your child should write each of these words in the spaces provided.

r _____ (rope) n _____ (nose) s _____ (stone)

✍ Story Time

Your child could write about digging a *hole* to put a *pole* in the ground and striking a *stone* in the process.

The Long **u** in **cute** and **mule**

Long **u** is the vowel that sounds just like the word *you*. A few long **u** words are spelled according to the VCe pattern.

use
tune
cute
cube
tube
huge
mule

Point out the *se* spelling for the /z/ sound at the end of *use*. This spelling is often found in long-vowel words; we have already seen it in *nose* and *rose* in Week 26. Also point out the /j/ sound spelled *ge* at the end of *huge*.

✎ Practice

In **Section A** the missing letters should be added to complete each word.

1. u _____ (use)
2. t __ n __ (tune)
3. c __ t __ (cute)
4. c __ b __ (cube)
5. t __ b __ (tube)
6. h _____ (huge)
7. m _____ (mule)

Section B gives several CVC words with the short **u** sound. Help your child add final *e* to change each one to a long-vowel VCe word. Make sure that both words in each pair are pronounced. The first pair (*us* and *use*) is already given.

Short **u**	Long **u**
1. us	use
2. cut	_____ (cute)
3. cub	_____ (cube)
4. tub	_____ (tube)
5. hug	_____ (huge)

✍ Story Time

This week's story might tell about a *huge mule* or about a *cute* pet.

Long Vowels Spelled *VCe*

This review brings back words with long **a**, **i**, **o**, and **u** spelled VCe. Your child should say and write each word.

dime	**nose**
place	**cute**
hope	**whale**
use	**while**

The following questions focus on each long vowel in turn.

1. Which words have the long **a** sound?

_____ (place) _____ (whale)

2. Which words have the long **i** sound?

_____ (dime) _____ (while)

3. Which words have the long **o** sound?

_____ (nose) _____ (hope)

4. Which words have the long **u** sound?

_____ (cute) _____ (use)

Number Words

Children can begin to practice writing the words for numerals from one through eight. These numerals are usually written out when they are used in sentences.

one
two
three
four
five
six
seven
eight

Practice

In **Section A**, your child should write out the word that names each numeral.

1. _____ (one)
2. _____ (two)
3. _____ (three)
4. _____ (four)
5. _____ (five)
6. _____ (six)
7. _____ (seven)
8. _____ (eight)

In **Section B**, some of this week's words are matched with vowel spellings that are frequently used.

1. Which word has a short vowel and fits the CVC pattern?

_____
(six)

2. Which word has a long vowel and ends with silent **e**?

_____
(five)

3. Which word has a long **e** sound spelled **ee**?

_____
(three)

The *ee* spelling for long **e** will be covered more extensively in Level 2.

In **Section C**, some number words are spelled wrong. Help your child write the correct spelling in the spaces provided.

fowr _____ sevn _____ eiht _____
(four) (seven) (eight)

✍ Story Time

This week, your child should be able to write about seeing things at a zoo or somewhere else: *one* elephant, *two* giraffes, *three* monkeys, and so on. Draw a picture to illustrate the story.

Color Words

The names for some of the most basic colors are given in this week's list.

red
white
blue
green
brown
black
gray
yellow

In the space at the bottom of this page, your child might mark some colors in crayon and then write the word that names each color.

✎ Practice

Your child should write the color word that fits in each sentence.

1. An apple is _____. (red)

2. Snow is _____. (white)

3. The sky is _____. (blue)

4. Grass is _____. (green)

5. Mud is _____. (brown)

6. A dark night is _____. (black)

7. A cloudy sky is _____. (gray)

8. A lemon is _____. (yellow)

✍ Story Time

This would be a good time to tell about things that have bright colors: a *red* fire engine, a *yellow* school bus, a *green* coat, and so on.

Memory Words

Here are some important words that are used very often. They must be memorized because they don't always fit the patterns we have seen so far. Help your child pronounce and write each word.

as
with
they
have
this
from
that
what

Point out that *what* does not have the short **a** sound even though it looks much like *that*. Also, *from* has the short **u** sound (like *hum*) even though it is spelled with an *o*. Help your child use each of this week's words in a sentence.

✎ Practice

In **Section A** the missing letters should be added to complete each word.

1. a __ (as)
2. wi _____ (with)
3. t _____ y (they)
4. h _____ (have)
5. t _____ s (this)
6. fr _____ (from)
7. t _____ t (that)
8. wh _____ (what)

Section B matches some of these words with their vowel sounds.

1. Which words have the short **a** sound?

_____ (as) _____ (have) _____ (that)

2. Which words have the short **i** sound?

_____ (with) _____ (this)

Story Time

This week's words are used with such high frequency that they are likely to appear in many sentences your child might write. Talk about a topic and help your child write about it.

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Carl B. Smith, one of America's leading curriculum developers in reading, writing, grammar and spelling, has written over thirty books for parents and teachers. In *Spelling for Writing*, he uses his clear, direct style to give a logical plan and easy-to-follow directions for weekly lessons. Dr. Smith directs the Family Learning Association and the ERIC Clearinghouse for Reading, English and Communication.

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